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Classification accuracy of neuroimaging biomarkers in Attention Deficit Hyperactivity Disorder: Effects of sample size and circular analysis

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Abstract

Background: Motivated by an inconsistency between reports of high diagnosis-classification accuracies and known heterogeneity in Attention Deficit Hyperactivity Disorder (ADHD), this study assessed classification accuracy in studies of ADHD as a function of methodological factors that can bias results. We hypothesized that high classification results in ADHD diagnosis are inflated by methodological factors.

Methods: We reviewed 69 studies (of 95 studies identified) that used neuroimaging features to predict ADHD diagnosis. Based on reported methods, we assessed the prevalence of circular analysis, which inflates classification accuracy, and evaluated the relationship between sample size and accuracy to test if small-sample models tend to report higher classification accuracy, also an indicator of bias.

Results: Circular analysis was detected in 15.9% of ADHD classification studies, lack of independent test set was noted in 13% and insufficient methodological detail to establish its presence in another 11.6%. Accuracy of classification ranged from 60% to 80% in the 59.4% of reviewed studies that met criteria for independence of feature selection, model construction and test datasets. Moreover, there was a negative relationship between accuracy and sample size, implying additional bias contributing to reported accuracies at lower sample sizes.

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Conclusions: High classification accuracies in neuroimaging studies of ADHD appear to be inflated by circular analysis and small sample size. Accuracies on independent datasets were consistent with known heterogeneity of the disorder. Steps to resolve these issues, and a shift towards accounting for sample heterogeneity and prediction of future outcomes, will be crucial in future classification studies in ADHD.

Keywords

ADHD; classification; circular analysis; sample size; bias; machine learning

1. INTRODUCTION

A significant challenge in assessment and treatment of neuropsychiatric disorders is that diagnosis is typically based upon subjective behavioral criteria, a process that is time consuming and requires considerable expertise and training. The need for objective diagnostic indicators has fueled efforts to define neuropsychiatric biomarkers, particularly based on structural and functional features of the brain, and with increasing deployment of machine learning methods. Results of these efforts have been variable, recent reviews indicate that classification accuracy is distributed broadly between chance and near 100% (1–3). Such variability can lead to puzzling outcomes, as is evident in the case of attention-deficit/hyperactivity disorder (ADHD). On the one hand, reports of accuracies in excess of 90% (4–17) have culminated in the electroencephalography-based theta-beta ratio metric (18) gaining FDA support as an adjunct to clinical assessment of ADHD (19, 20). On the other hand, the variability echoes increasing awareness of heterogeneity in ADHD in symptom presentation (21), neurocognitive impairment, (22, 23) persistence (24–26), treatment response (27, 28) and putative mechanistic pathways (29–31), and supports the existence of independent sub-groups within ADHD (32–37). The incompatibility between such heterogeneity and a diagnostic tool validated by existing ADHD diagnosis, has contributed to discussion over the utility of neuroimaging in diagnosis of ADHD (38–40). It also raises a conceptual question, if current diagnosis of ADHD is too clinically variable for classification, how are high classification accuracies achieved? The answer to this question is important if it lies in methodological limitations, that may continue to be a concern in future studies. Thus, we examine this question using ADHD as an exemplar given the large existing literature base on neuroimaging classifiers of diagnosis.

Potential pitfalls of applying classification approaches to neuropsychiatric data have been discussed extensively (1, 3, 41, 42). Two that are particularly revelant include circular analysis and sample size. First, to evaluate its role in clinical medicine, a machine learning classifier needs to have good generalizability: defined by good performance on patients not included in the study (i.e., new patients). In the experimental setting, this is assessed by cross-validation, whereby a subset of a dataset is not included in construction of the classification model (“training”) and subsequently used to assess the performance of the model (“testing”). The testing accuracy, however, can be inflated due to a common error of including all data when selecting features to be used for classification (i.e., prior to training). For instance, a t-test may be performed on all subjects’ data, prior to cross-validation, to identify brain regions that are the most discriminative of two groups. This step is typically

performed to reduce the number of features (e.g., brain regions) that are included in the model. However, including all subjects' data in feature selection (rather than performing this step on the training subset only) creates circularity, or "peeking," in the training model that can inflate reported test accuracy (43). Simulations suggest that accuracy inflation can reach 40% depending on model parameters (3, 44, 45) (also see Supplemental Materials for simulation results). In 2008, a reported 42% of high-impact journal fMRI studies were subject to circular analysis, with another 14% lacking methodological detail to reach judgment (43, 46), suggesting that such practice is not uncommon. A second concern is small sample size, as it can drastically increase both accuracy and variability of cross-validation accuracy (41, 42, 47). Simulations show that accuracy estimates, in models designed for neuropsychiatric diagnostics, can become unstable when total sample size is less than 100–150 (41, 47–50) and the problem is most severe when combined with circular analysis (45).

The objective of this study was to review neuroimaging-based studies on ADHD classification to assess the contribution of circular analysis and sample size to classification accuracy, thereby testing for accuracy-inflating effects of these two factors and whether these effects have changed over time. The results reveal a more accurate portrayal of classification accuracies in ADHD, revealing methodological weaknesses that should be addressed in future studies, and that generalize to studies of any neuropsychiatric disorder.

2. MATERIALS AND METHODS.

We performed a literature search using multiple databases (PubMed, Web of Science) and search engines (Google Scholar), with key words including "ADHD", "ADD", "classification", "machine learning", "classifier", "prediction", "accuracy", retaining publications that explicitly described a classification framework to distinguish between ADHD and comparison groups (n = 95 studies) based on neuroimaging features. Studies were excluded if: (a) no control group was examined (ADHD only or ADHD versus other disorder groups) (n = 5); (b) sample size per class or age group was not specified (n = 5); (c) total sample was <6, limiting within-group variance (n = 2); (d) accuracy was shown graphically but not reported in the text (n = 3); (e) the model did not use neuroimaging features (n = 9); and, (f) classification was not performed based on original ADHD diagnostic labels (n = 1). One study was excluded due to a retraction. This exclusion protocol yielded a final total of 69 studies (Table 1, see Supplemental Material for list of excluded studies).

2.1. Study Characteristics

For each study we identified sample size, population (adult, pediatric), feature type and classifier model. We used a cut-off of 18 years for classifying studies as adult versus child populations. For simplicity, studies with participants aged up to and including 18 years old were labeled as "children" and studies with participants over and including 18 years old were labeled as "adult" studies. An exception was the 2017 study of Duffy et al (51) who used an age range of 2–22, which was labeled as "children" in Table 1 for simplicity. If

studies performed separate analyses for adults and for children, we report the study twice, treating each group as a separate population.

2.2. Frequency of Circular Analysis

To assess the frequency of circular analysis, we evaluated the methods section of each study. We identified procedures for feature selection and those for classification, with the goal being to identify if the same data set was used for feature selection and in the testing of the classification model. If this was unambiguously the case, the study was labeled as non-independent (NI, see Table 1) with respect to model testing. In many instances, there was ambiguity regarding non-independence given the methods description and/or presented workflow. Such studies were labeled as unknown (UN), with respect to non-independence. For all such studies, we contacted the primary author to seek additional details in order to reduce the size of the UN category. Some studies presented rationale for including all subjects' data in model training because the algorithm of feature selection analysis was independent from the analysis of the classifier, and thus should not affect classifier performance (14, 51). However, since true independence in such cases can be difficult to ascertain (43), we included such studies in the NI category. Therefore, we adopted a rather strict criterion of requiring a completely different set of subjects to be used for feature selection versus testing, to label a study as free of circular analysis. This definition subsumes cases where features were defined based on prior knowledge (i.e., prior studies de facto use independent data to define the features). It also implies that for studies that use an iterative cross-validation scheme, feature selection must be based either on prior knowledge or performed within the training set of *every iteration* in order for the classifier to be guaranteed free of circular analysis. Finally, we also identified studies in which no test set was defined (all data were used in feature selection and model construction) and thus no cross-validation was performed. Such studies may suggest potentially useful features but have no test of model generalizability. At the other extreme, we also identify studies that identified an additional completely independent testing dataset (which we refer to as "validation" set to distinguish it from the "test" set), not involved in feature selection, which provides an additional objective, exernal validation of model generalizability.

2.3. Sample Size and Accuracy

For each study, we obtained the total sample size and classifier specificity, sensitivity and accuracy. Where multiple models were examined, we took the best performing model. Where accuracy was unreported, we calculated accuracy from specificity, sensitivity and sample size. We tested if accuracy varies with sample size using a logistic regression model with accuracy treated as probability of a binary outcome (i.e., corresponding to correct/incorrect prediction) and sample size as predictor. This model assumes that classification accuracy follows a binomial distribution (41, 42, 52, 53). Influential observations were identified using Cook's D statistic exceeding 4/n-k-1 (n = sample size, k = number of observations) and, if present, were excluded from final model fit.

2.4. Time Analysis

Finally, we sought to establish if the methodological factors of concern (small sample size and circular analysis) are current problems, or whether their presence (if established) is

restricted to older studies, preceding awareness of these issues in the field. To do so, we analyzed: (a) an analogous logistic regression model with accuracy as a probability of a binary outcome, and year of publication as a predictor, (b) a linear regression model with sample size as the dependent variable and year of publication as a predictor, and (c) contingency tables for presence of circular analysis (yes/no/unknown) and time windows constructed by binning years of publication by median split (<2013, >=2013), and, in a second analysis, also the top and bottom 33% percentiles (<=2011, >2014).

3. RESULTS

3.1 Study-Set Characteristics.

Of the 69 studies reviewed (Table 1, Fig. 1), 32 (46.4%) used EEG features, 35 (50.7%) used functional or structural MRI features, and 2 (2.9%) used MEG or fNIRS. Sample size varied from 10 to over 1177. Of these studies, 47 (68.1 %) included children-only, 14 (20.3%) included both adults and children, and (8) 11.6% were of adults-only. Classifier model parameters varied highly across studies. Almost no studies used the exact same set of features, with the exception of studies of theta-beta ratio (TBR). Among algorithms chosen, support-vector machines were the most common, used in 26 (37.6%) studies, followed by discriminant linear analysis (13 studies, 18.8%), neural networks (8 studies, 11.6%) and logistic regression (5 studies, 7.3%). Four studies employed receiver operating characteristic curves analysis (ROC, 5.8%) to draw conclusion regarding ability of features to discriminate between groups.

3.2 Prevalence of Circular Analysis.

A total of 15.9% (11/69) presented methods that were consistent with circular analysis, whereby feature selection was performed on the full dataset including the test data. Nine studies (13.0%) did not employ any cross-validation. Hence, the reported accuracies were untested with respect to generalizability. In 8 studies (11.6%, 8/69) independence was unclear (UN). That is, the methods provided insufficient information to determine if circular analysis was present. For example, some studies used linear discriminant analysis trained on half the dataset but t-tests were used to determine which features were considered by the linear discriminant analysis. Importantly, it was not specified which data were used to perform the t-tests (training sample only or full sample). We note that prior to active author inquiry, we encountered a total of 17 studies (24.6%, 17/69) with methodological detail insufficient to make a determination regarding feature selection.

In sum, we identified 41 studies (59.4%) that met our criteria for independence of the test set relative to training and feature selection. Of these, most, (29/41 or 70.7%) were studies using fMRI features (25 as part of the ADHD-200 competition (54)). Only 26.8% (11/41) used EEG features. Thus, where an assessment could be performed, circular analysis was more prevalent in EEG studies than MRI, $\chi^2(1, n = 51) = 8.52$, $p < .004$.

3.2 Sample Size and Classifier Accuracy.

In studies that met independence criteria, the relationship between sample size and accuracy was significant (Wald $\chi^2=18.9$, p<.001, OR=.9987, 95% CI $OR_{CI95\%}$=[.9983 .9993], Fig.

2); for a 1 unit increase in sample size, the odds of correct classification decreased by .12%. This translates into a predicted drop of approximately 5.9% in classifier accuracy when increasing a sample from n=10 to n=300, or 25.4% when increasing a sample from n=10 to n=1000. A sample-size accuracy relationship was not significant for studies that failed to meet independence criteria (Wald χ^2=.03, p=.88, Fig. 2), possibly because of inflated accuracy across sample sizes. Confirming these effects, the mean accuracy of the 25% largest independent test-set studies was significantly lower than the mean accuracy of the 25% smallest studies ($M_{largest}$ = 68.1%, $M_{smallest}$ = 84.5%, $t(18)$ = 4.4, p<.0001), and also significantly lower than the non-independent studies ($M_{non\text{-}independent}$ = 83.6%, $t(18)$ = 3.3, p<.005).

Since a larger portion of MRI than EEG studies used independent testing, we repeated the analysis for each modality to test if this relationship is largely driven by MRI studies. As expected, for MRI studies, the negative association of sample size and classification accuracy was significant (Wald χ^2=17.0, p<.001, OR=.9988, $OR_{CI95\%}$=[.9983 .9995]). For EEG studies, the relationship was not significant (Wald χ^2=.01, p=.91).

3.3. EEG-TBR.

Our analysis included 7 studies (9.9%) that classified ADHD based on the EEG-signal theta-beta ratio (TBR) (10, 18, 20, 55–58). These studies are considered separately because they did not uniformly conform to the above assessment of circular analysis, and also because of their significance as an FDA-approved adjunct to clinical assessment (19, 20). Of these, the studies of Ogrim et al (56), Liechti et al (57), and Sangal & Sangal (58) used analyses that did not include cross-validation. The remaining four studies (Snyder et al (18, 20) and Monastra et al (10, 55)) used a distribution-based classification scheme. They predicted ADHD diagnosis based on a TBR threshold defined as 1.5 standard deviations greater than the mean of a normative control population (55). In the Monastra et al (10, 55) studies, the 1999 study identified the threshold, whereas the 2001 study provided the cross-validation result using new participants. In the Snyder et al (18, 20) studies, the thresholds were defined based on an external database in the 2008 study, and based on the 2008 result in the 2015 study. Thus, the Snyder et al (18, 20) studies and the 2001 Monastra et al study (10) can be considered independent cross-validation and by this definition do not fall under circular analysis. However, these studies had limitations with respect to estimation of specificity. The non-ADHD comparison sample size averaged 16 individuals per age group (i.e., n=7, 11 and 15 per tested age group in Monastra, 2001 (10), n=9, 20 and 33 per tested age group in Snyder 2008 (18)). Finally, in the 2015 study of Snyder et al (20) accuracy based on TBR alone was not reported. In all, test results are either lacking or under-powered for effective assessment of TBR-classification generalizability.

3.4. Time Effects.

As shown in Figure 3, year of publication did not predict accuracy (Wald χ^2=.77, p=.38) nor sample size (F(1,67)=.22, p=.64 for a linear fit; F(1,67)=.75, p<.39 for an exponential fit). Given a median split (based on year published) of studies into those published in or post-2013 (n=36) versus pre-2013 (n=33), there was no difference in proportion of studies that met independence criteria (pre-2013 = 19, in/post-2013 = 22), failed the independence

criteria (pre-2013 = 10, in/post-2013 = 10) or were unclassified (pre-2013 = 4, in/post-2013 = 4), χ^2=.09, p=.97. A similar result was obtained comparing the bottom third (oldest) versus the top third (newest) of studies. The relationship between accuracy and sample size reported in the previous section remained significant with the inclusion of publication date as a covariate, (Wald χ^2=25.5, p<.001, OR=.9988, $OR_{CI95\%}$=[.9983 .9992]).

4. DISCUSSION

The aim of our study was to assess the contribution of circular analysis and small-sample bias to accuracy of diagnostic classification studies in ADHD using neuroimaging biomarkers. We found circular analysis in 15.9% of ADHD classification studies, lack of cross-validation in 13% and insufficient methodological detail to establish its presence in another 11.6%. Our results reveal that accuracy of classification is 60–80% in the 59.4% of studies that met our criteria for independence of feature selection, model construction and test datasets. There was a negative relationship between accuracy and sample size even in the presence of independent testing, suggesting that small sample accuracies may be subject to bias.

4.1. Methodological factors and classification accuracy.

A key conclusion from our anlaysis is that in 28.9% of the studies reviewed, reported accuracy was likely inflated due to presence of circular analysis or lack of internal validation (test set). In some cases, the use of a full dataset for feature selection was justified by using an analysis thought to be independent from the contrast of ADHD versus controls (e.g., mean effect across all subjects within a condition (14), PCA (51)). However, the independence of such approaches is difficult to guarantee, can still contribute to bias during testing(43) and therefore should be avoided. External validation, an even stronger test on generalizability, was absent in 55 (79.7%) studies, suggesting that our estimates of true accuracy in classification of ADHD may be optimistic still. Time analyses did not support the conclusion that rates of circular analysis are decreasing across publication year. However, our estimate of 15.9% of studies reviewed is nearly a third of that reported in 2008, when 42% of high-impact journal fMRI studies were subject to circular analysis (43, 46), supporting an awareness of these methodological issues in the community. Nevertheless, the frequency of lack of sufficient methodological detail (24.6% prior to author inquiry, 11.6% post author inquiry) was high and highlights a need for systematicity in review criteria of classification studies. There are now a number of excellent reviews, many specifically targeting biomarker studies in neuropsychiatry, that provide such guidance (1–3, 41, 42).

Replicating recent review findings of Varoquaux et al (41, 42) (classification using MRI & MEG), Arbabshirani et al (1) (classification across brain disorders, using functional and structural MRI features), and Schnack et al (48) (classification in studies of Schizophrenia using structural MRI) we show, in the context of ADHD, that accuracy in classification studies of neuroimaging data decreased with sample size. This suggests bias at play in small sample studies, particularly given that, in unbiased analyses, accuracy is known to *increase* with sample size (47, 49, 59). Sources of this bias likely include publication bias, with

small-sample studies that fail to obtain high classification accuracy unlikely to be published, leading to under-estimation of accuracy variance in small-sample studies. In classification of psychiatric conditions, such as ADHD, a pertinent source of bias may be sample homogeneity in small samples that is not representative of the broader population (48). An important caveat to our observations, the interaction between sample size and accuracy may be additionally affected by choice of cross-validation scheme (e.g., k-fold versus leave-one-out), data preprocessing (e.g., control for motion artifacts), and classifier. An exhaustive analysis of these factors fell outside of the scope of the current study, due to variability in these factors among studies, but a preliminary analysis did not reveal differences in choice of classifier or cross-validation scheme across sample size (c.f, Supplemental Materials, section 4). It is notable that accuracy did not appear to decrease across year of publication, whereas sophistication in machine learning has certainly improved. The decrease in accuracy with sample size that we observed appears robust to these alternate methodological choices.

Critically, the solution to small-sample problems lies in rigorous statistical assessment of classifier accuracy. This can be achieved using the binomial test (for two-class problems) and permutation testing (50). Permutation testing, in particular, is a reliable, flexible and readily available tool to assess the significance and variability of a given accuracy (53, 60). Reporting of *both* significance and an estimate of variability, such as confidence intervals, is perhaps the most important recommendation, as, independent of availability of larger samples, such reporting continues to be done inconsistently based on a 2017 review of 237 classification studies across brain disorders (1). Finally, although difficult to quantify, it is inherent that the amount of data per subject varies from study to study, and, thus the reliability varies depending on the neuroimaging measure employed. This fact underscores further the importance of data quality in addition to data quantity in predictive modeling.

4.2. Value of biomarkers in ADHD diagnosis and beyond.

This study was motivated by an apparent inconsistency between reports of high classification accuracies and known heterogeneity in ADHD. We found that the subset of studies with independent test sets reported an accuracy in the range of 60–80%. The fact that these values were significantly above 50% suggests that neuroimaging-based biomarkers were associated with ADHD and therefore have some value. However, these accuracies are too low to be used without other supporting information in clinical practice because they would result in substantial false positive and false negative rates (also see Loo & Barkely 2005(61)). We also note that the test set was difficult to define in the studies of TBR(10, 18, 20, 55), significant because TBR is an FDA-approved adjunct to clinical assessment (19, 20). These studies also did not include large control samples to accurately estimate the standard error, which could mean that the specificity of the TBR has been over-estimated. Such a conclusion is consistent with both reported variability in group difference effects size of TBR(38, 62, 63) and, in particular, with the observation that decreasing effect sizes of TBR across studies appears to be correlated with a change in TBR in the control sample rather than the ADHD sample(62).

The low and variable accuracies are however consistent with the inherent heterogeneity of ADHD, documented in ADHD in symptom presentation (21), neurocognitive impairment (22, 23) persistence (24–26), treatment response (27, 28) and putative mechanistic pathways (29–31). Given a heterogeneous population, classification models will learn to accurately identify those individuals with features that are shared among sub-populations but will be less successful in identifying individuals who have features specific to a sub-population. However, as argued by Schnack et al(48), a drop in accuracy in a new, testing sample in this context, carries information about the mutual homogeneity of the sample and may help to identify shared versus non shared features.

What is the future of biomarkers in ADHD? Echoing recent reviews, we suggest that the primary goals within ADHD ought to include parsing of heterogeneity and prediction of future outcomes, rather than diagnosis. Addressing heterogeneity, dimensional analyses approach (e.g., Research Domain Criterion Initiative (64, 65)) that seek to identify novel subgroups, based on shared neuroimaging (and other feature) profiles. A promising example of this approach is that of Bansal et al (66) who developed an automated routine to first discover natural groupings based on brain morphology. Using these novel groupings, they achieved classification sensitivity of 93.6% and specificity of 88.5% on an independent testing set including children with ADHD and controls. In complement, a shift toward using machine learning and biomarkers to predict future outcomes – development & aging, education, learning, criminality, health-related behaviors, response to treatments – is likely to have a greater impact, than prediction of diagnosis, on personalized clinical practices than can directly improve patients' lives (67–69). For instance, brain network connectivity associated with sustained attention performance, has been shown to predict ADHD symptoms in an independent sample (70–73), defining a potential tool for diagnosis-independent assessment of attentional integrity.

4.4. Conclusions.

In this study, we found that unbiased classification accuracy in ADHD diagnosis in the range of 60–80%, too low to be viewed as an independently useful biomarker of disease, is consistent with known heterogeneity in this disorder. These data are also consistent with contributions of circular analysis and small-sample bias to inflation of higher accuracies, thus accounting for the discrepancy. We conclude that steps to resolve these issues, as well as a shift towards accounting for sample heterogeneity and prediction of future outcomes, will be crucial in increasing the utility of classification in ADHD.

Supplementary Material

Refer to Web version on PubMed Central for supplementary material.

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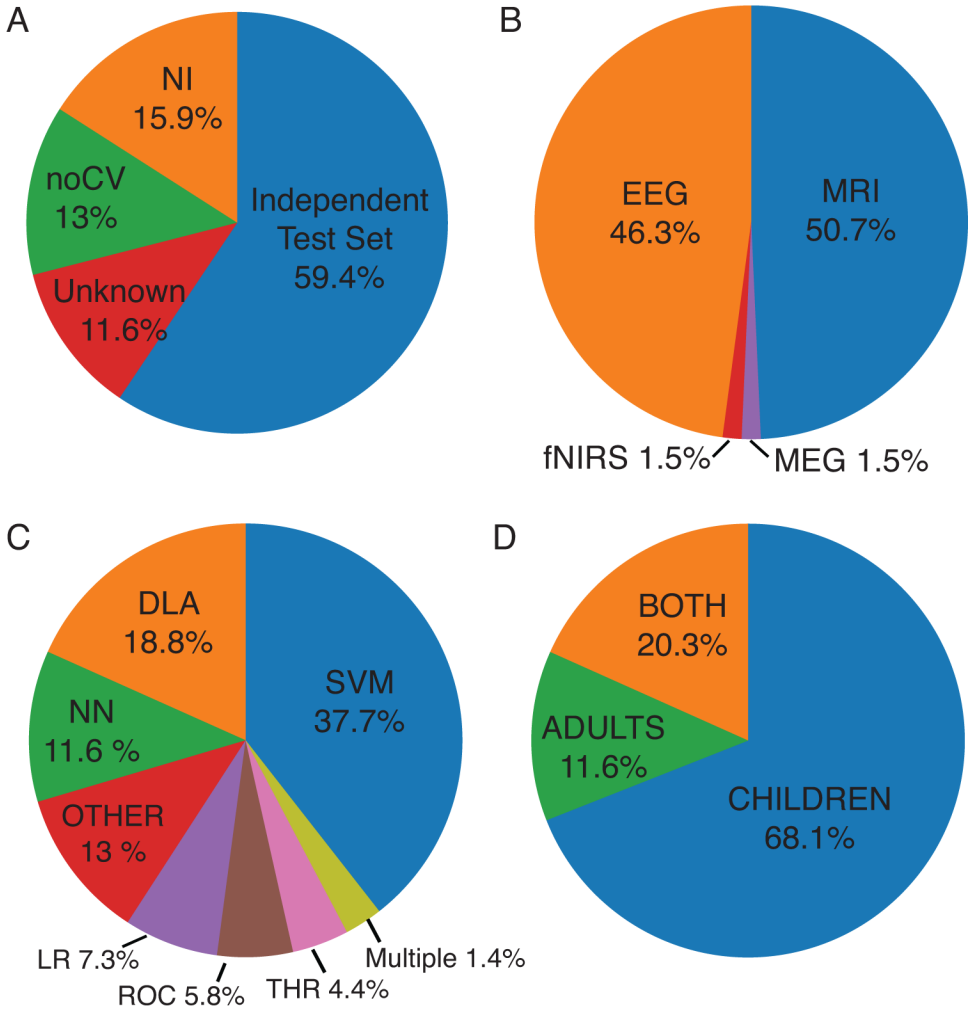

Figure 1. Study characteristics.

(A) Of the reviewed studies, 28.9% did not meet independence criteria due to non-independence (NI) or lack of cross validation (noCV), with another 11.6% lacking clarity to rule out circular analysis. (B) Most studies used features derived from EEG and MRI-related signals. (C) SVM and DLA were most common algorithms. (D) The majority of ADHD classification studies included pediatric populations. *DLA = discriminant linear analysis, SVM = support vector machine, NN = neural network, LR = logistic regression, ROC = Receiver-Operator Characteristic (Analysis), THR = threshold based classification.*

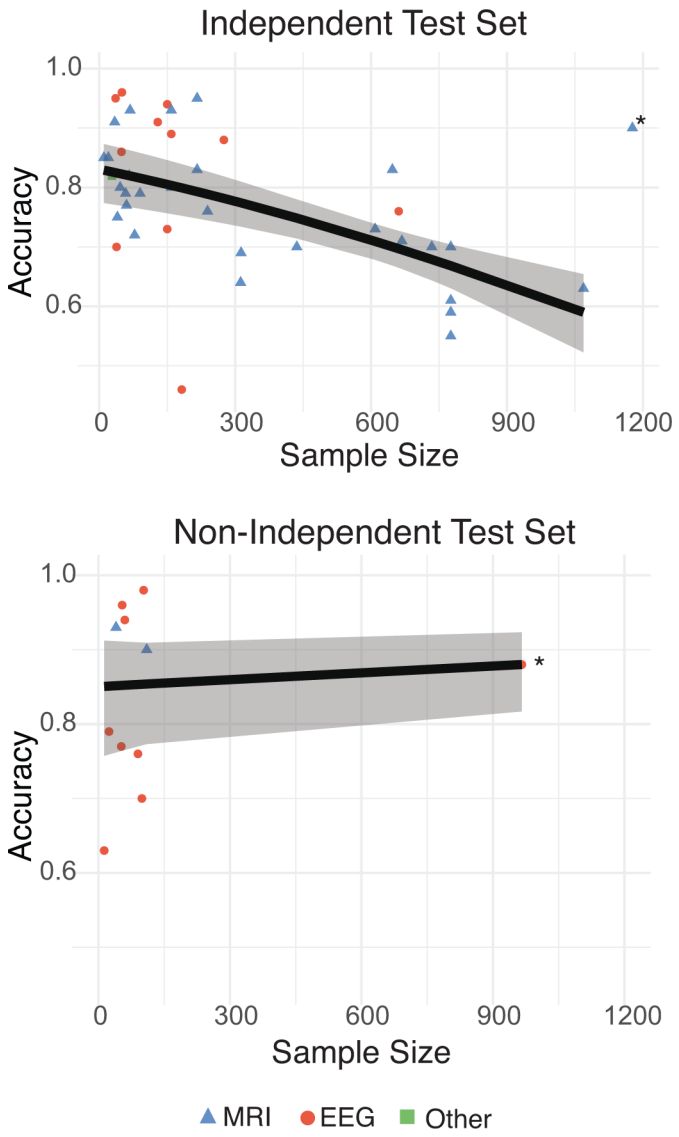

Figure 2. Sample size vs classification accuracy.

A negative relationship between classifier accuracy and sample size was evident in studies that met test-set independence criteria (top panel). This group was dominated by MRI studies. In contrast, studies that did not meet independence criteria (bottom panel) were dominated by studies that used EEG features. Shading indicated 95% confidence interval. Starred observations were found as influential by Cook's D, and were excluded from final model fits.

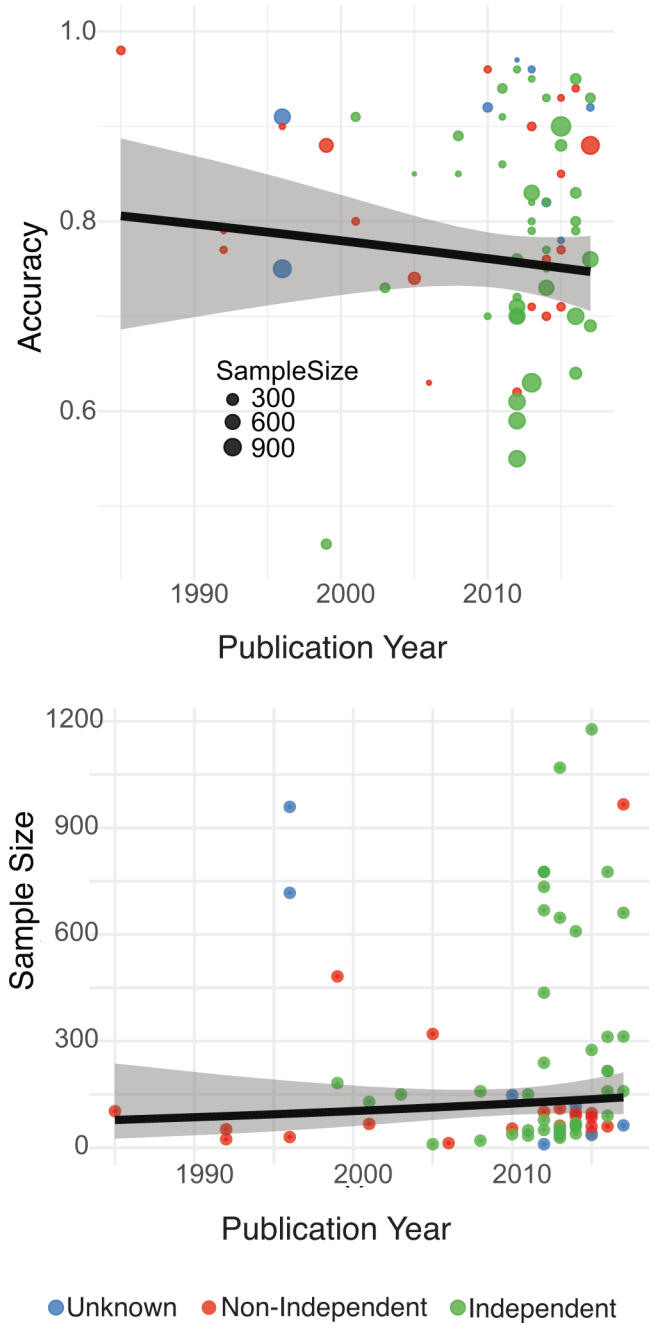

Figure 3. Classification across publication year.

Neither accuracy (top) nor sample size (bottom) could be predicted from publication year. The relationship between the two (Fig. 2) was also significant with publication year as a covariate (see text). Frequency of circular analysis, also did not vary by year. Shading indicates 95% confidence interval.

Table 1.

Neuroimaging Classification Studies of ADHD

Authors	N by Diagnosis (age group)	N	Independent Set	Features	Classifier	Performance$_{Testset}$	CV	Notes
				EEG				
Duffy et al., 2017(51)	347 ADHD, 619 TD (CH)	966	No	CA	DFA	ACCest$_{CV}$: 88% SEN: 86.8%, SPE: 88.5%	2-fold RS-CV(10 iterations)	NI
Chabot et al., 1996(74)	407 ADD/ADHD, 242 SDLD, 310TD(CH)	959	No	PSF, CA, MAL	DFA	ACCest$_{CV}$: 75% 3-class correctly classified percentages: 66% TD, 81% ADHD, 61% SDLD	HS	UN
Chabot & Serfontein, 1996(12)	407 ADHD, 310 TD (CH)	717	No	PSF	DFA	ACCest$_{cv}$: 91% SEN: 94%, SPE: 88%	HS	UN
Helgadottir et al., 2015(75)	310 ADHD, 351 TD (CH)	661	36 ADHD, 36 TD Tot: 72	PSF, CA	SVM	ACC$_{IS}$: 76%	IS	
Smith et al., 2003(76)	50 ADHD-C, 50 ADHD-I, 50 TD (CH)	150	No	LM, AM (ERP)	DFA	ACC$_{CV}$: 73% (8–12 years) ACC$_{CV}$: 59% (13–18 years)	LOO-CV	
Mueller et al., 2011(4)	75 ADHD, 75 TD (AD)	150	17 ADHD	LM, AM (ERP)	SVM	ACC$_{IS}$: 94%	IS	Only ADHD in IS.
Mueller et al., 2010(5)	74 ADHD, 74 TD (AD)	148	No	LM (ERP)	RBF-SVM	ACC$_{CV}$: 92% SEN: 90%, SPE: 94%	10-fold CV	UN
Kemner et al., 1999(77)	43 ADHD, 43 TD, 50 AUT, 30DYS, 16MCDD(CH)	182	No	AM (ERP)	DFA	ACC$_{CV}$: 46% (5-classes)	HS	
Biederman et al., 2017(78)	34 ADHD, 29 TD (AD)	63	No	BN/PSF (ERP)	Linear SVM	AUC$_{CV}$: 92% SEN: 86%, SPE: 95%	10-fold CV (10 iterations)	UN
Ghassemi et al., 2012(8)	10 ADHD, 40 TD (AD)	50	No	EN (WAV), LE	K-NNC	ACC$_{CV}$: 96 %	LOO-CV	
Allahverdi et al., 2011(79)	29 ADHD, 20 TD (CH)	49	No	LE, FD	MLP-NN	ACC$_{CV}$: All electrodes 69%, Central 62%, Parietal 61%, Occipital 56%, Frontal 86%	80/20 RS	
Robaey et al., 1992(80)	12 ADHD, 12TD(CH)	24	No	AM, LM (ERP)	DFA	ACC: 79%	No CV	NI
Tenev et al., 2014(81)	67 ADHD, 50 TD (AD)	117	No	PSF	SVMs	ACC$_{CV}$: 82%	10-fold CV	UN
Lenartowicz et al., 2014a(82)	52 ADHD, 47 TD (CH)	99	No	PSF, P2	LR	ACC$_{CV}$: 70%	6-fold CV	NI
Mohammadi et al., 2016(9)	30 ADHD, 30 TD (CH)	60	No	FD, EN, FE	MLP-NN	ACC$_{CV}$: 94%	70/10/20 RS	NI

Authors	N by Diagnosis (age group)	N	Independent Set	Features	Classifier	$Performance_{Testset}$	CV	Notes
Ahmadlou & Adeli, 2010(7)	47 ADHD, 7 TD (CH)	54	No	SLM (WAV)	RBF-NN	ACC_{CV}: 96%	90/10 RS	NI
Mann et al., 1992(83)	25 ADHD, 27 TD (CH)	52	No	PSF	DFA	ACCest: 77% SEN: 80%, SPE: 74%	No CV	NI
Poil et al., 2014(84)	22 ADHD, 27 TD (AD) 19 ADHD, 22 TD (CH)	90	No	PSF	RBF-SVM	$ACCest_{CV-AD}$: 76% SEN: 67%, SPE: 83% $ACCest_{CV-CH}$: 64% SEN: 56%, SPE: 70%	2-fold CV	NI
Tcheslavski & Beex, 2006(85)	6 ADHD, 7 TD (CH)	13	No	CA	EDC	ACC_{CV}:: 63%	LOO-CV	NI
Lubar et al., 1985(11)	69 ADD, 34 TD (CH)	103	No	PSF	DFA	ACC: 98%	No CV	NI
Alba-Sanchez et al., 2010(86)	28 ADHD, 10TD(CH)	38	No	PSF	NN	ACC_{CV}: 70%	6-fold CV	
Nazhvani et al., 2013(6)	12 TD, 12 ADHD, 12BMD (CH, AD)	36	No	LM, AM (VEP)	1-NNC	$ACC_{cv\ ADHD\ vs\ TD}$: 95%	LOO-CV	
Kim et al., 2015(87)	53 ADHD, 44 TD (CH)	97	No	TGC	ROC	AUC: 71%	No CV	
Kovatchev et al., 2001(88)	33 ADHD, 34 TD (CH, AD)	67	No	Cindex	LR	ACC: 80% SEN: 82%, SPE: 77%	No CV	
Magee et al., 2005(89)	253 ADHD, 67 TD (CH)	320	No	PSF	LR	ACC: 74% SEN: 85%, SPE: 42%	No CV	
				EEG (TBR)				
Snyder et al., 2008(90)	97 ADHD, 62 TD (CH)	159	*see main text*	TBR	DIS	ACC : 89% SEN : 87%, SPE : 94%	*see main text*	*see main text*
Monastra et al., 1999(55)	221 ADHD-C, 176 ADHD-I, 85 TD (CH, AD)	482	No	TBR	DIS	ACCest: 88% SEN: 86%, SPE: 98%	No CV	UN (SPE)
Sangal & Sangal, 2015(58)	58 ADHD, 28 TD (CH)	86	No	TBR PSF	ROC	ACCest: 66% SEN(TBR): 78%, SPE(TBR): 43% ACCest: 77% SEN(PSF): 86%, SPE(PSF): 57%	No CV	
Monastra et al., 2001(10)	37 ADHD-I, 59 ADHD-C, 33 TD (CH, AD)	129	*see main text*	TBR	DIS	ACCest: 91% SEN: 90%, SPE: 94%	*see main text*	*see main text*
Ogrim et al., 2012(56)	62 ADHD, 39 TD (CH)	101	No	TBR, TP	LR	ACC (TBR): 58% ACC (TP): 62% ACC(TBR): 44%	No CV	
Liechti et al., 2013(57)	32 ADHD, 30 TD (CH)	62	No	PSF, TBR	DFA	SEN: 47%, SPE: 40% ACC(PSF): 71%	No CV	

Authors	N by Diagnosis (age group)	N	Independent Set	Features	Classifier	$Performance_{Testset}$	CV	Notes
						SEN: 69%, SPE: 73%		
Snyder et al., 2015(20)	275 (CH)	275	*see main text*	TBR + Clinical eval.	HA	ACC: 88%	*see main text*	*see main text*
				MRI				
Ghiassian et al., 2013(91)	279 ADHD, 790 TD (CH, AD; ADHD200)	1069	77 ADHD, 94 TD Tot: 171	SF	RBF-SVM	ACC_{IS}: 63%	IS	
Dai et al., 2012(92)	285 ADHD, 491 TD (ADHD200, CH)	776	(estimated) 75 ADHD, 94 TD Tot: 169	FF/FC, SF	RBF-SVM	ACC_{IS}: 59% SEN: 44%, SPE: 71%	IS	
Eloyan et al., 2012(93)	285 ADHD, 491 TD (CH, AD, ADHD200)	776	65 ADHD, 128 TD Tot: 193	SF, FF/FC	Various methods	ACC_{IS}: 61% SEN: 21% SPE: 91%	IS	
Ghiassian et al., 2016(94)	285 ADHD, 491 TD (CH, AD, ADHD200)	776	77 ADHD, 94 TD Tot: 171	SF, PD	RBF-SVM	ACC_{IS}: 70%	IS	
Colby etal., 2012(95)	285 ADHD, 491 TD (CH,AD; ADHD200)	776	51 ADHD-C, 26 ADHD-I, 94 TD Tot: 171	SF, FF/FC, DD	RBF-SVM	ACC_{IS}: 55% SEN: 33%,SPE: 80%	IS	
Dey et al., 2012(96)	156ADHD-C, 99ADHD-I, 11 ADHD-H, 468 TD (CH, AD, ADHD200)	734	50 ADHD-C, 26 ADHD-I, 2 ADHD-H, 93 TD Tot: 171	NF	PCA-LDA	ACC_{IS}: 70% SEN: 87%, SPE: 49%	IS	
Sidhu et al., 2012(97)	141 ADHD-C, 98 ADHD-I, 429 TD (CH, AD, ADHD200)	668	51 ADHD-C, 26 ADHD-I, 94 TD Tot: 171	PD/PD, PSF	SVM	$ACC_{IS\text{-}PD}$: 71% $ACC_{IS\text{-}PD}$,PSF: 67%	IS	
Fair et al., 2013(35)	112 ADHD-C, 80 ADHD-I, 455 TD (CH)	647	No	FC	SVM-based MVPA	$ACC_{CV\ ADHD\text{-}C\ vs\ TD}$: 77% SEN: 75%, SPE: 77%		
						$ACC_{CV\ ADHD\text{-}I\ vs\ TD}$: 83% SEN: 79%, SPE: 87%	LOO-CV	
Siqueira et al., 2014(98)	269 ADHD, 340 TD (CH, ADHD200)	609	No	FC	Linear SVM	ACC_{CV}: 73% SEN: 63%, SPE: 83%	LOO-CV	
Chang et al., 2012(99)	210 ADHD, 226 TD (CH, AD; ADHD200)	436	No	SF	Linear SVM	ACC_{CV}: 70%	10-fold CV	
Tan et al., 2017(100)	215 ADHD, 98TD(CH, ADHD200)	313	No	FF, PD	Linear SVM	ACC_{CV}: 69% SEN: 78%, SPE: 57%	10-fold CV	
Wolfers et al., 2016(101)	184 ADHD, 128TD(CH, AD)	312	No	FF	GPC	AUC_{CV}: 64%	LOO-CV	

Authors	N by Diagnosis (age group)	N	Independent Set	Features	Classifier	Performance$_{Testset}$	CV	Notes
Cheng et al., 2012(102)	98 ADHD, 141 TD (CH)	239	No	fALFF, ReHo, FF/FC, SF	RBF-SVM	ACC_{CV}: 76% SEN: 63%, SPE: 85%	LOO-CV	
Jie et al., 2016(103)	118 ADHD, 98TD(CH, ADHD200)	216	No	FC	SVM	ACC_{CV}: 83% SEN: 84%, SPE: 82%	LOO-CV	
Du et al., 2016(104)	118 ADHD, 98TD(CH, ADHD200)	216	No	FC	SVM	ACC_{CV}: 95% SEN: 93%, SPE: 97%	10-fold CV	
Qureshi et al., 2017(105)	53 ADHD-C, 53 ADHD-I; 53 TD (CH, ADHD200)	159	14 ADHD-C, 14 ADHD-I, 14 TD Tot: 42	SF	ELM	$ACC_{IS\ ADHD\text{-}C\ vs\ TD}$: 89 % $ACC_{IS\ ADHD\text{-}I\ vs\ TD}$: 93%	IS	
Qureshi et al., 2016a(106)	53 ADHD-C, 53 ADHD-I; 53 TD (CH, ADHD200)	159	No	SF	H-ELM	$ACC_{CV\ ADHD\text{-}C\ vs\ TD}$: 78% $ACC_{CV\ ADHD\text{-}I\ vs\ TD}$: 80%	10-fold CV	
Qureshi et al., 2016b(107)	30 ADHD-C, 30 ADHD-I, 30TD(CH, ADHD200)	90	No	SF	Linear SVM	$ACC_{CV\ ADHD\text{-}C\ vs\ TD}$: 79% $ACC_{CV\ ADHD\text{-}I\ vs\ TD}$: 70%	10-fold CV	
Abibullaev &An, 2012(17)	7 ADHD, 3 TD (CH)	10	No	PSF	RBF-SVM	ACC_{CV}: 97%	5-fold CV	UN
Fu & Gao, 2013(15)	21 ADHD, 27 TD (AD) Tot: 48	48	No	PSF	SVM	ACC_{CV}: 96%	HS	UN
Kurtek et al., 2011(108)	19 ADHD, 15TD(AD) Tot: 34	34	No	SF	LOO-NNC	ACC_{CV}: 91%	5-fold CV	
Hammer et al., 2015(14)	20 ADHD, 20 TD (CH) Tot: 40	40	No	FF	LR	ACC_{CV}: 93%	LOO-CV	NI
Iannaccone et al., 2015(109)	18 ADHD, 18TD(CH) Tot: 36	36	No	FF, SF	Linear SVM	ACC_{CV}: 78% SEN: 78%, SPE: 78%	LOO-CV	UN
Deshpande et al., 2015(13)	260ADHD-C, 173 ADHD-I; 744 TD (CH, AD; ADHD200)	1177	No	FF/FC	FCC-ANN	$ACC_{CV\ ADHD\text{-}C\ or\ ADHD\text{-}I\ vs\ TD}$: >90% (precise values unclear)	LOO-CV	
Peng et al., 2013(110)	55 ADHD, 55 TD (CH)	110	No	SF	ELM	ACC_{CV}: 90%	LOO-CV	NI
Igual et al., 2012(111)	39 ADHD, 39 TD (CH)	78	No	SF	SVM (Adaboost)	ACC_{CV}: 72% SEN: 60%, SPE: 86%	5-fold CV	
Johnston et al., 2014(112)	34 ADHD, 34 TD (CH)	68	No	SF	RBF-SVM	ACC_{CV}: 93%	LOO-CV	
Dey et al., 2014(113)	15 ADHD-C, 1 ADHD-H, 12 ADHD-I, 38 TD (CH, ADHD200, OHSU database)	66	5 ADHD-C, 1 ADHD-H, 1 ADHD-I, 27 TD Tot: 34	FC	Polynomial SVM	ACC_{IS}: 82% SEN: 89%, SPE: 50%	IS	

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Authors	N by Diagnosis (age group)	N	Independent Set	Features	Classifier	$Performance_{Testset}$	CV	Notes
Hart el al., 2014(114)	30 ADHD, 30 TD (CH)	60	No	FF	GPC	ACC_{CV}: 77% SEN: 90%, SPE: 63%	LOO-CV	
Lim et al., 2013(115)	29 ADHD, 29 TD (CH)	58	No	SF	GPC	ACC_{CV}: 79% SEN: 76%, SPE: 83%	LOO-CV	
Wang et al., 2013(116)	23 ADHD, 23 TD (AD)	46	No	ReHo	SVM	ACC_{CV}: 80% SEN: 87%, SPE: 74%	LOO-CV	
Hart et al., 2014(117)	20 ADHD, 20 TD (CH)	40	No	FF	GPC	ACC_{CV}: 75% SEN: 80%, SPE: 70%	LOO-CV	
Zhu et el., 2008(118)	9 ADHD, 11 TD (CH)	20	No	ReHo	PCA-FDA	ACC_{CV}: 85% SEN: 78%, SPE: 91%	LOO-CV	
Zhu et al., 2005(119)	9 ADHD, 1 TD (CH)	10	No	Reho	FDA	ACC_{CV}: 85% SEN: 78%,SPE: 91%	LOO-CV	
Semrud-Clikeman et al., 1996(120)	10ADHD-C, 10DYS, 10 TD (CH)	30	No	SF, PD	DFA	ACC_{ADHD-C}: 80% ACC_{DYS}: 90% ACC_{TD}: 90% (3-class model)	No CV	
				MEG				
Gomez et al., 2013(121)	14 ADHD, 14 TD (CH)	28	No	FE	ROC	ACC_{CV}: 82%	LOO-CV	
				fNIRS				
Monden et al., 2015(16)	30 ADHD, 30 TD (CH)	60	No	AM	ROC	AUC: 85% SEN: 90%, SPE: 70%	NoCV	

acc: accuracy; accest: when the study do not provide the accuracy, we estimated it given the sample size, specificity and sensitivity; ad: adults; add: attention-deficitdisorder; adhd: attention deficit hyperactivity disorder; adhd200: adhd-200 global competition; adhd-c: adhd-combined; adhd-h: adhd-hyperactive; adhd-i: adhd-inattentive; am: amplitude measure; ann: artificial neural network; auc: area under the curve; aut: autistic children; bmd: bipolar mood disorder; bn: brain network; ca: coherence analysis; ch: children; cindex: consistency index; ; cv: crossvalidation; dd: demographic data; dfa: discriminant function analysis; dis: distribution; dys: dyslexia; edc: Euclidean distance-based classifier; elm: extreme learning machine; en: entropy; erp: event-related potential; falff: fractional amplitude of low-frequency fluctuation; fc: functional connectivity; fcc-ann: fully connected cascade ann; fd: fractal dimension; fda: fisher discriminative analysis; fe: fuzzy entropy; ff: functional feature; gpc: Gaussian process classifier; h-elm: hierarchical elm; ha: human assessment; hs: half split; is: independent set; lda: linear discriminant analysis; le: lyapunov exponent; lm: latency measures; loo: leave-one-out; lr: logistic regression; mal: maturational lag; mcdd: multiple complex developmental disorder; mlp: multi-layer perceptron; mvpa: multivariate pattern analysis; nf: network features; ni: non-independent test set.; nn: neural network; nnc: nearest neighbor classifier; nyu: new york university; ohsu: oregon health and science university; pca: principal component analysis; pd: personal data; psf: power spectra features; rbf: radial basis function; reho: regional homogeneity; roc: receiver operating characteristic; rs: random split; sen: sensitivity; sdld: specific developmental learning disorders; sf: structural feature; slm: synchronization likelihood method; spe: specificity; svm: support vector machine; tbr: theta-beta ratio; td: typically developing; tgc: theta-phase gamma-amplitude coupling; tp: theta power; un: unclear; wav: wavelet; vep: visual evoked potential